



RANGITĪKEI COLLEGE

RANGITĪKEI COLLEGE SCHOOL ATTENDANCE MANAGEMENT PLAN

Approval	Date approved at Board Mtg	Published on	School Website
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Overarching attendance objectives and strategic priorities

Regular school attendance is vital for the success and wellbeing of our taiohi. Attending school every day supports our taiohi to build strong foundations for their learning and wellbeing. Regular attendance also promotes achievement success as taiohi are able to consistently build on their learning.

Our government has set a national target of 80% of students attending school at least 90% of the time. This means that taiohi should be absent for **no more than one day a fortnight** to ensure that they can have continued success at school.

At Rangitikei College our school vision of **Pouwhenua Tūrua Pō - Building an engaged, empowered, and flourishing learning community that knows no limits, and where we honour ourselves, each other, and the world around us** - underpins our approach to attendance. Our Stepped Attendance Response outlines our process for monitoring, supporting and improving attendance - so every taohii can strive to be the best they can be.



Baseline Data informing our Attendance Management Plan

Term 3 Attendance 2025 (from Every Day Matters)

Regular/Good Attendance	Worrying/Irregular Attendance
42%	31%
	Concerning/Moderate Attendance
	12%
	Very Concerning/Chronic Attendance
	16%

What would success look like?

Success would look like an increase to Regular/Good Attendance, whereby more of our taohi are attending regularly. The category where the most positive shift could be made is with the Worrying/Irregular Attendance - reducing this category would have a positive impact on Regular/Good Attendance.

While we will also focus on the other two categories, a greater shift can be made focusing on these taohi and whānau with Worrying/Irregular Attendance.

Annual Target

Regular/Good Attendance	Worrying/Irregular Attendance
42% ↑5% <u>47%</u>	31% ↓5% <u>26%</u>

Rationale for 5% increase: From Term 3 2024 to Term 3 2025, our Regular Attendance improved by 8%. We are therefore setting an aspirational target to move at least 5% (15 children) from Worrying/Irregular Attendance to Regular/Good Attendance.

We aim to increase Regular Attendance every year until 2030, with the aim to meet the government target of 80% of children attending 90% of the time by 2030.

Sub Target

Increase attendance for our Māori learners

42/120 (35%) Māori students showed Irregular Attendance for Term 3 2025. A focus on decreasing the number of Irregular attendances to Regular attendance, would improve the outcome for our Māori learners. A decrease to at least 30% would be an initial target.

Strategic Plan and Annual Implementation Plan

Our Attendance Management Plan sits within our Strategic Plan and Annual Implementation Plan:

- Strategic Goal 3: To promote equitable outcomes for all students
- Annual Implementation Plan: To increase levels of student attendance across the school

Attendance Policy

Rangitikei College has procedures to record and monitor attendance, and to identify and follow up concerns. We share attendance expectations with taohii and whānau and staff are responsible for reminding our community of these expectations.

As required by the Education and Training Act 202 (s35), all students between six and sixteen years old must be enrolled at school. Once enrolled, it is compulsory to attend school regularly, unless a specific exemption has been approved by the school and Ministry of Education. The board takes all reasonable steps to ensure all students enrolled at Rangitikei College attend when it is open for instruction (Education and Training Act 2020 s36).

Whānau have legal obligations to ensure their tamariki attend school (Education and Training Act s24). Whānau are expected to:

- Notify the school as soon as possible if their child is going to be late or absent
- Arrange appointments and trips outside of school hours or during the school holidays, where possible
- Work with the school to manage attendance concerns

Attendance Management Procedures

Attendance Expectations

We regularly communicate with our tamariki and whānau about attendance expectations, consisting of:

- Communication in the fortnightly Pānui
- Korero at Learning Conferences
- Korero / communication at enrolment
- Facebook reminders
- Phone calls with whānau when needed
- Rewards at all levels

Recording Attendance

Kaiako Responsibilities

1. Roll to be taken by all Kaiako **in the first 10 minutes of each period, including Kai / whānau.**
2. Any taohi who arrives late to school is to report to the Office to register that they are late.
3. Should a taohi arrive in class after the register has been taken, ask if they have reported to the Office. If they have not, they **MUST** report to the Office.
4. There should be no need to send over paper absences to the Office, unless there is a reliever in the room or the internet is down.
5. If a parent has informed you that their child will be absent for a specific reason, ie: tangi, appointment, holiday, please inform the Office.

Office Responsibilities

1. The Office Administrators check the texts and emails and take phone calls of absences in the morning.
2. The Office Administrator checks all classes' attendance daily on KAMAR, before the end of Period 2.
3. Any taiohi marked with a ? are then followed up by an automated text message via KAMAR:
 - a. If whānau reply, the Office Administrator updates the absence with the appropriate code.
 - b. If no reply is received, the ? remains to be followed up by whānau kaiako.
4. Taiohi who arrive late to school will be marked L and the time of arrival will be recorded on KAMAR.

Whānau Responsibilities

Whānau have legal obligations to ensure their tamariki attend school (Education and Training Act, s244). We expect whānau to:

- Notify the kura as soon as possible if their tamariki is going to be late or absent
- Arrange appointments or trips outside of school hours or during school holidays where possible
- Work with us (kura) to manage attendance concerns
- Check bi-weekly reports on engagement and work ethic

Whānau Kaiako Responsibilities

Whānau kaiako will receive weekly attendance summaries from the Office Manager on Monday mornings. Whānau kaiako are expected to:

- Discuss any attendance anomalies with taohi
- Correct anomalies on KAMAR (eg change ? to P)
- Contact whānau to report any issues OR refer taiohi to Deans
- Record action in KAMAR under Pastoral - Attendance
- Track absences throughout each term

Pastoral Team Responsibilities

- Whānau contact as per the chart in Appendix 1 and for any unexplained absences
- Reward students with consistent high attendance in various ways throughout the year (eg recognition in assembly)

SLT i/c Attendance Responsibilities

Every week, SLT i/c Attendance will:

- check patterns of attendance
- check for any erroneous coding
- follow up on Truant codes if no communication has been had with the whānau
- adhere to the STAR thresholds (see Appendix 1)

Attendance patterns and concerns will be discussed at our Pastoral Hui hui once a fortnight.

The Principal will:

- report attendance data twice termly to the School Board
- provide a termly attendance report to the School Board showing the analysis of data, trends and narratives
- adhere to the STAR thresholds
- review the plan termly after considering the Every Day Matters Report

Absence Thresholds in reaction to the Stepped Attendance Response (STAR)

Good Attendance	Worrying Attendance	Concerning Attendance	Very Concerning Attendance
Less than 5 days absence in a school term	Up to 10 days absence in a term	Up to 15 days absence in a term	15 days or more absence in a term
Whānau	Whānau	Whānau	Whānau
<ul style="list-style-type: none"> • Ensure student attends every day they are able • Reinforce good attendance habits • Support other whānau to reinforce good attendance habits • Follow school attendance management plan and procedures 	<ul style="list-style-type: none"> • Return student to regular attendance • Contact school to discuss reasons for absence and impact on learning • Support student to catch up on missed learning • Engage in supports offered 	<ul style="list-style-type: none"> • Return student to regular attendance • Participate in meetings with school to analyse reasons for absence and to collaborate on a support plan • Implement strategies at home 	<ul style="list-style-type: none"> • Return student to regular attendance • Engage in support plan • Participate in regular meetings
Kura	Kura	Kura	Kura
<ul style="list-style-type: none"> • Communicate with whānau about every absence • Maintain contact details of all parents • Provide students with regular updates on their own attendance • Report regularly to whānau on attendance of their child • <u>Support student:</u> 	<ul style="list-style-type: none"> • Contact parents to discuss reasons for absence and impact on learning • Support student to catch up missed learning where required • Use in-school resources as appropriate to remove barriers, eg: counsellor, alternative timetables, PB4L 	<ul style="list-style-type: none"> • Contact parents to escalate concerns • Hold meeting to analyse reasons for absence and to collaborate on a support plan • Develop and implement a support plan tailored to the reasons and circumstances around the child's absence 	<ul style="list-style-type: none"> • Contact parents to inform of escalated response • Request support from Attendance Service or other agencies as needed • Participate in multi-agency response • Maintain implementation and monitoring support plan

<ul style="list-style-type: none"> • attending school • to continue learning if unable to attend school every day, • including using MOE approved wellbeing or transitional plans, or health schools where appropriate • to access other education pathways where appropriate 		<ul style="list-style-type: none"> • Use in-school resources as appropriate to remove barriers and request • support from Attendance Service or other agencies as needed 	<ul style="list-style-type: none"> • Undertake school-led prosecution, or request MOE led prosecution, • when considered appropriate if supports are offered and not taken up • Unenroll if student will not be returning to school
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Communicating with Whānau

Ongoing communication with whānau about attendance expectations and follow up, is critical to lift attendance expectations.

In relation to STAR, our school may use the Ministry of Education resource [Communicating with parents about attendance](#) to support communication with whānau and if required, escalation of attendance concerns.

Attendance Pathways

The **STAR pathway** is a supportive, progressive approach based on total absences, aiming to remove barriers and build an attendance plan. The **Legislative Pathway** is focused on the legal requirement for attendance and the specific administrative action of unenrolment after a continuous period of non-attendance.

	STAR: Stepped Attendance Response (Cumulative Absence Per Term)	Legislative Pathway (Consecutive Absence)
Attendance Tier/Threshold	GOOD ATTENDANCE (Less than 5 days absence)	1-6 Consecutive Days Absent
Response	<i>Action: Communicate expectations, follow up on all absences, provide regular updates. Letter home congratulating student.</i>	<i>Action: Follow day-to-day absence procedures (e.g., call/text for reason).</i>
Attendance Tier/Threshold	WORRYING ATTENDANCE (Up to 10 days absence)	7 Consecutive Days Absent
Response	<i>Action: First formal notification. Contact parent/guardian to discuss reasons for absence and impact on learning.</i>	<i>Action: Send First Letter home (formal notification of non-attendance)</i>
Attendance Tier/Threshold	CONCERNING ATTENDANCE (Up to 15 days absence)	14 Consecutive Days Absent
Response	<i>Action: Escalated formal notification. Contact parent to escalate concerns; hold meeting to develop a support plan.</i>	<i>Action: Send Second Letter home (escalated warning)</i>
Attendance Tier/Threshold	VERY CONCERNING ATTENDANCE (15 days or more absence)	21 Consecutive Days Absent
Response	<i>Action: Warning Notice. Contact parents to inform of escalated response; consider school-led prosecution or request Ministry-led prosecution if supports aren't taken up.</i>	<i>Action: Unenroll the student by law. Send final letter home informing whānau that student has been unenrolled from school.</i>